

## Performance Task

**Grade 2**

**Strand: Phonics/Word Identification**

Standard:

**ELA2R1** The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. The student

c. Reads compound words and contractions in grade appropriate texts.

Framework Correlation: Phonics/Word Identification – 1st Quarter

***Task:***

**The student will accurately read compound words and contractions in grade appropriate text while reading to the teacher or a partner.**

## Performance Task

**Grade 2**

**Strand: Phonics/Word Identification**

Standard:

**ELA2R1** The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. The student

g. Applies learned phonics skills when reading and writing words, sentences, and stories.

Framework Correlation: Phonics/Word Identification – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> Quarters

***Task:***

**The student will sort words by word patterns.**

## Performance Task

**Grade 2**

**Strand: Phonics/Word Identification**

Standard:

**ELA2R1** The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. The student  
a. Reads words containing blends, digraphs, and diphthongs.

Framework Correlation: Phonics/Word Identification - 2nd Quarter

***Task***

**The student will accurately read blends, digraphs, and diphthongs in grade appropriate text while reading to the teacher or a partner.**

## Performance Task

**Grade 2**

**Strand: Phonics/Word Identification**

Standard:

**ELA2R1 The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. The student**

- b. Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives.
- c. Reads compound words and contractions in grade appropriate texts.
- d. Reads and spells words containing *r*-controlled vowels and silent letters.
- f. Reads multisyllabic words.
- g. Applies learned phonics skills when reading and writing words, sentences, and stories.

Framework Correlation: Phonics/Word Identification - 3rd Quarter

***Task:***

**The student will accurately read plurals, irregular plurals, possessives, r-controlled vowels, silent letters, and multi-syllabic words in grade appropriate text while reading to the teacher or a partner.**

## Performance Task

**Grade 2**

**Strand: Phonics/Word Identification**

Standard:

**ELA2R1** The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. The student  
e. Reads and spells words containing irregular vowel patterns.

Framework Correlation: Phonics/Word Identification - 4th Quarter

***Task:***

**The student will accurately read irregular vowel patterns in grade appropriate text while reading to the teacher or a partner.**

## Performance Task

**Grade 2**

**Strand: Fluency**

Standard:

**ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student**

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads familiar text with expression.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Framework Correlation: Fluency - 2nd Quarter

***Task:***

**The student will read a “script” about a famous person or event in Georgia history.**

Information about Readers’ Theatre and sample scripts can be found at

<http://www.aaronshep.com/rt/>.

## Performance Task

**Grade 2**

**Strand: Fluency**

Standard:

**ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student**

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads familiar text with expression.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Framework Correlation: Fluency - 3rd Quarter

***Task:***

**The student will perform an initial timed text reading (cold read) with automaticity, accuracy, and appropriate expression in order to establish baseline data.**

## Performance Task

**Grade 2**

**Strand: Fluency**

Standard:

**ELA2R2** The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads familiar text with expression.
- d. Reads second-grade texts at a target rate of 90 words correct per minute.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Framework Correlation: Fluency - 4th Quarter

***Task:***

**The student will perform a second timed text reading with automaticity, accuracy, and appropriate expression.**

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## Performance Task

**Grade 2**

**Strand: Fluency**

Standard:

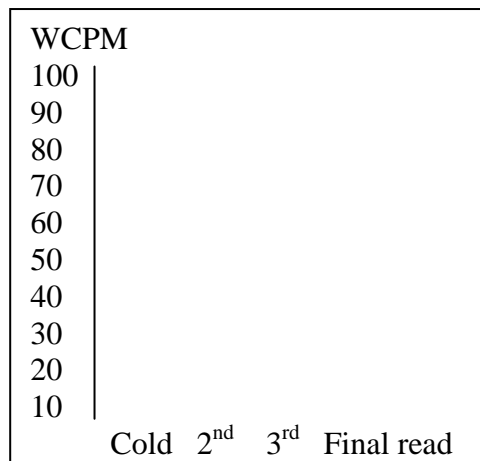
**ELA2R2** The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads familiar text with expression.
- d. Reads second-grade texts at a target rate of 90 words correct per minute.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Framework Correlation: Fluency - Culminating Task

***Culminating Task:***

**The student reads grade appropriate text with speed, accuracy and expression as the teacher completes a timed repeated reading chart. (Task to be completed throughout the school year. Baseline data is taken in 2nd Quarter.)**



## Performance Task

### Grade 2

### Strands: Comprehension and Writing

#### Standards:

**ELA2R4** The student uses a variety of strategies to gain meaning from grade-level text. The student

- a. Reads a variety of texts for information and pleasure.
- l. Recognizes plot, setting, and character within text and compares and contrasts these elements among text.
- p. Uses word parts to determine meaning.
- q. Uses dictionary, thesaurus, and glossary skills to determine word meanings.

**ELA2W1** The student demonstrates competency in the writing process. The student

- d. Begins to create graphic features (charts, tables, graphs).
- f. Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion.

#### Framework Correlation: Comprehension and Writing – 3rd Quarter

***Task:***

**The student will distinguish fact from fiction by reading books such as Anansi the Spider and a nonfiction text about spiders. The student will then compare and contrast the books using a concept web graphic organizer (e.g., generated by computer software).**

## Performance Task

**Grade 2**

**Strands: Comprehension, Writing, and  
Listening/Speaking/Viewing**

Standards:

**ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student**

- a. Reads a variety of texts for information and pleasure.
- d. Recalls explicit facts and infers implicit facts.
- e. Summarizes text content.
- g. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
- i. Identifies and infers main idea and supporting details.
- j. Self-monitors comprehension and attempts to clarify meaning.
- q. Uses dictionary, thesaurus, and glossary skills to determine word meanings.

**ELA2W1 The student demonstrates competency in the writing process. The student**

- d. Begins to create graphic features (charts, tables, graphs).
- m. Uses nouns (singular, plural, and possessive) correctly.
- n. Uses singular possessive pronouns.
- o. Uses singular and plural personal pronouns.
- r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound).
- t. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- v. Uses the dictionary and thesaurus to support word choices.

**ELA2LSV1 The student uses oral and visual strategies to communicate. The student**

- a. Interprets information presented and seeks clarification when needed.

Framework Correlation: Comprehension, Writing, and  
Listening/Speaking/Viewing – 3rd Quarter

***Task:***

**The student will read a story or informational text and create a story map or graphic organizer to develop a narrative.** Example: The student will create a graphic organizer comparing two stories using text-to-text connections (Venn Diagram or T-chart showing similarities and differences between setting, character, plot), and use this organizer to write his/her narrative.

**Standards:**

**ELA2R3 The student acquires and uses grade-level words to communicate effectively**  
**The student**

- a. Reads a variety of texts and uses new words in oral and written language.
- d. Determines the meaning of unknown words on the basis of context.

**ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student**

- a. Reads a variety of texts for information and pleasure.
- c. Generates questions before, during, and after reading.
- d. Recalls explicit facts and infers implicit facts.
- e. Summarizes text content.
- f. Distinguishes fact from fiction in a text.
- g. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
- j. Self-monitors comprehension and attempts to clarify meaning.
- p. Uses word parts to determine meanings.
- q. Uses dictionary, thesaurus, and glossary skills to determine word meanings.

**ELA2W1 The student demonstrates competency in the writing process. The student**

- a. Writes text of a length appropriate to address a topic and tell the story.
- b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).
- d. Begins to create graphic features (charts, tables, graphs).
- h. Rewrites to generate ideas orally.
- i. Uses planning ideas to produce a rough draft.
- k. Creates documents with legible handwriting.
- l. Consistently writes in complete sentences with correct subject/verb agreement.
- m. Uses nouns (singular, plural, and possessive) correctly.
- p. Uses increasingly complex sentence structure.
- r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound).
- t. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- v. Uses the dictionary and thesaurus to support word choices.

## Performance Task

**ELA2LSV1** The student uses oral and visual strategies to communicate. The student

- a. Interprets information presented and seeks clarification when needed.
- b. Begins to use oral language for different purposes: to inform, to persuade, and to entertain.
- c. Uses increasingly complex language patterns and sentence structure when communicating.
- d. Listens to and views a variety of media to acquire information.
- e. Increases vocabulary to reflect a growing range of interests and knowledge.

Framework Correlation: Vocabulary, Comprehension, Writing, and  
Listening/ Speaking/Viewing - 3rd Quarter

***Task:***

**The student will research and share, orally or in writing, information on a given topic.**

Example: The student may research the following topics.

- ❖ the life cycle of an animal
- ❖ planets
- ❖ biographies

## Performance Task

**Grade 2**

**Strands: Vocabulary, Comprehension, Writing, and  
Listening/Speaking/Viewing**

Standards:

**ELA2R3 The student acquires and uses grade-level words to communicate effectively**

**The student**

- a. Reads a variety of texts and uses new words in oral and written language.
- b. Recognizes grade appropriate words with multiple meanings.
- c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.
- d. Determines the meaning of unknown words on the basis of context.

**ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student**

- a. Reads a variety of texts for information and pleasure.
- b. Makes predictions from text content.
- c. Generates questions before, during, and after reading.
- d. Recalls explicit facts and infers implicit facts.
- e. Summarizes text content.
- f. Distinguishes fact from fiction in a text.
- g. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
- h. Makes connections between texts and/or personal experiences.
- i. Identifies and infers main idea and supporting details.
- j. Self-monitors comprehension and attempts to clarify meaning.
- k. Identifies and infers cause-and-effect relationships.
- m. Recognizes the basic elements of a variety of genres (e.g., poetry, fables, folktales).
- n. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.
- o. Recognizes the author's purpose.
- p. Uses word parts to determine meanings.
- q. Uses dictionary, thesaurus, and glossary skills to determine word meanings.

**ELA2W1 The student demonstrates competency in the writing process. The student**

- a. Writes text of a length appropriate to address a topic and tell the story.
- b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).
- c. Uses transition words and phrases.
- d. Begins to create graphic features (charts, tables, graphs).
- e. Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing).
- f. Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion.
- g. Begins to write a persuasive piece that states and supports an opinion.
- h. Prewrites to generate ideas orally.
- i. Uses planning ideas to produce a rough draft.

## Performance Task

- j. Rereads writing to self and others, revises to add details, and edits to make corrections.
- k. Creates documents with legible handwriting.
- l. Consistently writes in complete sentences with correct subject/verb agreement.
- m. Uses nouns (singular, plural, and possessive) correctly.
- n. Uses singular possessive pronouns.
- o. Uses singular and plural personal pronouns.
- p. Uses increasingly complex sentence structure.
- q. Uses common rules of spelling.
- r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound).
- s. Begins to use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade appropriate abbreviations.
- t. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- u. Recognizes appropriate uses of quotation marks.
- v. Uses the dictionary and thesaurus to support word choices.

### **ELA2LSV1 The student uses oral and visual strategies to communicate. The student**

- a. Interprets information presented and seeks clarification when needed.
- b. Begins to use oral language for different purposes: to inform, to persuade, and to entertain.
- c. Uses increasingly complex language patterns and sentence structure when communicating.
- d. Listens to and views a variety of media to acquire information.
- e. Increases vocabulary to reflect a growing range of interests and knowledge.

### Framework Correlation: Vocabulary, Comprehension, Writing, and Listening/Speaking/Viewing – Culminating Task

#### ***Culminating Task:***

**The student will research a book and author and complete one of the following:**

- ❖ **write and/or share orally a synopsis of the book.**
- ❖ **write a letter of persuasion and read it to the class.**
- ❖ **create a video such as those featured on *Reading Rainbow*.**